



Policyowner:
Head of School

Effective Date:
October 2023

Date of approval by the Board of Governors:
October 2023

Review Date:
October 2025

Rationale

To provide learners with feedback to support their learning and growth. Feedback serves as a valuable tool for learners to understand their strengths, areas for improvement, and progress towards achieving learning goals. By receiving feedback from teachers, learners gain insights into their performance, identify areas where they can enhance their skills or knowledge, and make necessary adjustments in their learning strategies.

Feedback also helps to motivate learners by recognising their efforts and achievements. It provides them with a sense of accomplishment and encourages them to continue working towards further improvement. Additionally, timely and constructive feedback allows students to reflect on their work, develop self-awareness, and take ownership of their learning process.

Furthermore, effective feedback promotes a positive teacher-learner relationship by fostering open communication and trust. It creates an environment where students feel comfortable seeking guidance from teachers and engaging in meaningful discussions about their progress.

We aim to:

- Build children's confidence and improve learning through clear, concise feedback.
- Use a consistent feedback system throughout the school.
- Reduce teacher workload.

Responsibilities

Teachers and Teaching Assistants will:

- Commit to giving verbal feedback during the lesson which relates to the lesson objective, the lesson success criteria, the standard of work, handwriting or the learner's work ethic.
- Monitor progress through regular diagnostic questioning.
- Monitor pupil improvements following feedback.
- Ensure written feedback models the required standard of presentation in a blue pen.

Subject Leaders will:

- Monitor the consistency of the standard of work.

Headteacher and Senior Leadership Team will:

- Monitor the effectiveness of the policy on pupil progress.
- Monitor the effectiveness of feedback in lessons.

Procedures

Setting objectives for children

- Learning objectives and success criteria are shared with the learners at the beginning of each lesson and are linked to the school's curriculum. The learning objectives and success criteria should guide the feedback.

Facilitating Feedback

- Teachers give frequent verbal feedback to the whole class, groups, and individuals.
- Feedback is used to challenge thinking, stimulate improvements in learner's work and motivate.
- Learners who receive feedback are to be given time to make improvements, as soon as possible, using a green pen.
- Improvements made following feedback will be acknowledged by a tick (correct) or a dot (incorrect).
- Most closed tasks will be self-marked by the learner by a tick (correct) or a dot (incorrect).
- Teachers providing written feedback to aid the children when drafting their writing will:
 - Identify incorrect spellings from the age specific word list for year groups 1-6.
 - Draw attention to mis-spelt words using 'sp' next to the incorrectly spelt word.
 - Expect learners to write corrections 3 times at the end of the work.
 - Use a **O** for punctuation or missing capital letters and a **^** for missing words.
 - Not provide any written feedback in independent writing to Year 6.

Partner responses to work

Learners may be asked to work individually or in pairs with a learning partner to give verbal feedback to work; they will:

- Look for evidence that the learning objective or success criteria have been achieved.